

Rhode Island Reading First

The “RHODE” to READING ACHIEVEMENT

Rubric for Reviewing and Scoring Proposals

Rhode Island Reading First (The “RHODE” to READING ACHIEVEMENT) will help improve student achievement and will ensure that all children learn to read well by the end of third grade. This will be accomplished by applying scientifically based research to reading instruction and by using assessment results to inform classroom instruction.

In order to receive funding, a school district must respond to each requirement outlined in the **Proposal Format** section of this document. Reviewers will be using the rubric (to follow) to score each district’s application.

- The *Meets Standard* column describes the conditions that reviewers will expect all district proposals to meet.
- The *Exemplary* column assumes all the descriptors from the *Meets the Standard* column and goes on to describe conditions that would be expected to result in the highest quality Rhode Island Reading First Program.
- The conditions described under *Does Not Meet Standards* indicate that the proposal will not be funded.

Point values are assigned in each area and are listed in boldface type. The **maximum** score for the Proposal Narrative section is 150 points.

Prompt	Exemplary 10 - 7 points	Meets Standard 6 - 2 points	Does Not Meet Standard 0 points
<p>1. During the Pre-application technical assistance sessions, what did the district discover about its current reading initiatives, strengths and weaknesses?</p>	<p>The response:</p> <ul style="list-style-type: none"> ▪ provides a detailed analysis of current reading efforts in eligible Reading First schools to improve K-3 reading achievement; ▪ identifies gaps in current initiatives; and ▪ prioritizes programmatic needs related to scientifically based reading research. <p>2. The response analyzes the district's needs assessment & review of its reading program(s) and articulates conclusions. These conclusions are threaded through the responses.</p> <p>3. The response links the Reading First initiative to the district's strategic plan <u>and</u> to each school's improvement plan.</p>	<p>1. The response:</p> <ul style="list-style-type: none"> ▪ provides an analysis of current reading efforts (including REA, if applicable) in relationship to scientifically based reading research; and ▪ identifies gaps in current initiatives and programmatic needs related to establishing a Reading First Program. <p>2. The response analyzes the district's needs assessment & review of its reading program(s) and articulates conclusions.</p> <p>3. The response links the Reading First initiative to the district's strategic plan.</p>	<p>The response is inadequate for any of the following:</p> <ul style="list-style-type: none"> ▪ provides little information on current reading initiatives in the district and does not delineate the students and/or teachers targeted by current initiatives; ▪ lacks clear purposes or goals related to the improvement of students' reading achievement; and/or ▪ there is no link to the district's strategic plan.
#1 - POINTS AWARDED:			

Prompt	Exemplary 10 - 7 points	Meets Standard 6 - 2 points	Does Not Meet Standard 0 points
<p>2. Describe the district's process for selecting schools to be served by the Reading First Program.</p> <p>(linked to Statement of Faculty Commitment)</p>	<p>The response is well-detailed and thorough. It:</p> <ul style="list-style-type: none"> ▪ demonstrates how the district prioritized schools for participation; ▪ provides justification for including and excluding schools; ▪ articulates selection criteria (local assessments and other evidence) that would change rank order; and ▪ includes a commitment from 100% of eligible faculty/staff, including support staff and special subject (e.g. art, music, etc.) teachers. 	<p>The response is adequate. It:</p> <ul style="list-style-type: none"> ▪ provides a rank order (<i>highest percentage of students performing at lowest levels</i>) list of eligible schools; ▪ demonstrates how the district identified schools to be served; ▪ articulates the criteria (e.g. local assessments) used by the district in its selection; ▪ describes the district's capacity and commitment to each school; and ▪ includes a commitment from 100% of K-3 teachers, including <u>all</u> classroom teachers and reading support staff (e.g. reading specialist, special educators, ESL teachers, Title I support staff, etc.). 	<p>The response is inadequate for any of the following:</p> <ul style="list-style-type: none"> ▪ how the district has identified schools to be served is unclear; ▪ the criteria used by the district in its selection is not articulated; ▪ the district has not described its capacity and/or commitment; ▪ faculty/staff commitment is less than 100%.
#2 - POINTS AWARDED:			

Prompt	Exemplary 15 - 11 points	Meets Standard 10 - 5 points	Does Not Meet Standard 0 points
<p>3. The RI Reading First Program will require schools to use common instruments for screening, progress-monitoring, and outcome assessments. Describe how the district has selected and will administer diagnostic assessments to be used for gaining a more in-depth analysis of a student's strengths and weaknesses.</p>	<p>The response demonstrates a well-detailed district plan that:</p> <ul style="list-style-type: none"> ▪ articulates a commitment to the RIDE plan for screening, progress monitoring, and outcome assessments; ▪ provides a timeline for selecting and administering diagnostic assessments that are valid and reliable and are aligned with the instructional program; ▪ details how information from all assessments will be used to make valid and reliable decisions for K-3 students and to inform decisions about appropriate interventions; and ▪ articulates a clear schedule for assessments and using assessments that are appropriate for the skills and goals of particular grades. 	<p>The response demonstrates an adequate plan that:</p> <ul style="list-style-type: none"> ▪ commits the district and the school to RIDE's assessment plan for Reading First; ▪ articulates a plan for reviewing the technical adequacy of prospective diagnostic assessments; ▪ provides a timeline for selecting and administering diagnostic assessments that are valid and reliable; ▪ details how information from assessments will be used to make valid and reliable instructional decisions for K-3 students and to inform decisions about appropriate interventions; and ▪ articulates a schedule for assessments. 	<p>The response is inadequate for any of the following reasons:</p> <ul style="list-style-type: none"> ▪ there is no endorsement for the RIDE assessment plan for Reading First; ▪ the timeline for selecting and administering assessments is vague; ▪ there is no plan for reviewing the technical adequacy of prospective assessments; and/or ▪ there is no link between assessment and instruction.
#3 - POINTS AWARDED:			

Prompt	Exemplary 15 - 11 points	Meets Standard 10 - 5 points	Does Not Meet Standard 0 points
4. Describe the district's proposed strategies and programs for reading instruction.	<p>The response demonstrates well-detailed and thorough procedures for:</p> <ul style="list-style-type: none"> ▪ using instructional strategies and programs that teach the five essential components of reading, include explicit and systematic instructional strategies, have a coordinated instructional sequence, are aligned with instructional materials, and allow ample practice opportunities; ▪ offering students explicit, systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, and comprehension strategies; ▪ aligning scientifically based reading programs with the RI Reading Policy and the RI English/Language Arts Framework to ensure that students "achieve the standard" on the state assessments; and ▪ selecting and implementing instructional programs, including intervention and supplemental, that are based on scientifically based reading research, which specifies how these programs include the essential components of reading instruction and effective 	<p>1. The response demonstrates adequate procedures for:</p> <ul style="list-style-type: none"> ▪ implementing instructional strategies based on scientifically based reading research; ▪ selecting and implementing scientifically based comprehensive reading programs that provide instruction to all K-3 students; ▪ using instructional strategies and programs that teach the five essential components of reading; ▪ using instructional strategies and programs that will enable <i>all</i> students to reach reading proficiency; ▪ implementing a clear and specific plan to use scientifically based instructional strategies to accelerate performance and monitor progress of students who are reading below grade level; ▪ selecting and implementing scientifically based comprehensive reading programs without layering selected programs on top of non-research based programs already in use; ▪ coordinating other programs to support effective instruction in RI Reading First schools. 	<p>The proposed procedures are inadequate for any of the following reasons:</p> <ul style="list-style-type: none"> ▪ implementing instructional strategies not based on scientifically based reading research; ▪ selecting and implementing reading programs that lack a scientific research base that meets rigorous and clearly defined standards; ▪ selecting and implementing reading programs that are not complete for use as a comprehensive instructional program; ▪ selecting and implementing reading programs that meet the instructional needs of only some of the students (leaving the needs of other students to be met elsewhere or at other times); ▪ using instructional strategies and programs that do not teach the five essential components of reading; ▪ selected reading programs are layered on top of non-research based programs already in use; ▪ using instructional strategies and programs that will enable students to reach only a basic level of reading ability; ▪ using instructional strategies that

	<p>program design elements.</p> <p>2. The district and school(s) have articulated a plan that provides an uninterrupted 2 hour block of time for reading and writing instruction.</p>	<p>2. The response identifies the rigorous and clearly defined standards the district will use to evaluate the scientific research base of instructional programs and strategies. (<i>Planning and Evaluation Tool for Effective Schoolwide Reading Programs</i>)</p> <p>3. The district and school(s) have agreed to provide at least 90 minutes of uninterrupted reading instruction as part of the core reading program.</p>	<p>teach students to use context or picture cues as the primary means of word identification;</p> <ul style="list-style-type: none"> ▪ relying primarily on instructional strategies that engage students in independent, silent reading with minimal guidance and feedback; ▪ there is no commitment an uninterrupted block of time for reading instruction.
#4 - POINTS AWARDED:			

Prompt	Exemplary 10 - 7 points	Meets Standard 6 - 2 points	Does Not Meet Standard 0 points
<p>5. Describe the instructional materials that will support the K-3 reading program.</p> <p>(linked to Budget page F-5)</p>	<p>The response is well-detailed and thorough. It describes instructional materials that:</p> <ul style="list-style-type: none"> ▪ support the teaching of the five essential components of reading in grades Kindergarten through 3; ▪ support effective program elements, such as explicit instructional strategies, a coordinated instructional sequence, and ample practice opportunities; and ▪ include intervention and supplemental programs that are based on scientifically based reading research. <p>2. The response explains the district's existing technologies (hardware and software) and how each will be used to support assessment and instruction.</p>	<p>1. The response is adequate and describes instructional materials that:</p> <ul style="list-style-type: none"> ▪ support the teaching of the five essential components of reading in grades Kindergarten through 3; ▪ support effective program elements, such as explicit instructional strategies, a coordinated instructional sequence, and ample practice opportunities; ▪ are being used for their intended purposes (e.g. supporting instruction in the five essential components of reading instruction); and ▪ integrate and coordinate supplemental and intervention programs and materials with the comprehensive reading program. <p>2. The response includes the integration of technology.</p> <p>3. The response describes the process for implementing new materials into classrooms.</p> <p>4. The response describes how the district will monitor the use of materials.</p>	<p>The response is inadequate for any of the following reasons:</p> <ul style="list-style-type: none"> ▪ materials being used not based on scientifically based reading research; ▪ instructional materials are not compatible with the comprehensive reading program; ▪ additional instructional materials are not aligned with the comprehensive reading program; ▪ instructional materials are not being used for their intended purposes (e.g. using supplemental materials as the comprehensive reading program).
#5 - POINTS AWARDED:			

Prompt	Exemplary 10 - 7 points	Meets Standard 6 - 2 points	Does Not Meet Standard 0 points
<p>6. Describe the district's plan for Reading First instructional leadership.</p> <p>(linked to Statement of District Commitment)</p>	<p>The response articulates a well-detailed and thorough plan that:</p> <ul style="list-style-type: none"> ▪ designates a district leadership team with sufficient authority to take responsibility for aligning the reading curriculum to state standards, evaluating district and school reading progress, analyzing achievement data, and making school and classroom decisions based on continuous progress monitoring of student and teacher data; ▪ defines clear duties and responsibilities for each member of the district leadership team; ▪ commits to ensuring continuity of instructional leadership at the school level to the extent possible; and ▪ displays the team's commitment to participating in RIDE's continuing professional development program. <p>2. The leadership team includes a:</p> <ul style="list-style-type: none"> ▪ representative from the assessment office, and ▪ professional development trainer. 	<p>The response is adequate. It articulates that:</p> <ul style="list-style-type: none"> ▪ the leadership team has sufficient authority to implement the reform; ▪ members of the leadership team have sufficient time and expertise to provide instructional leadership; ▪ defines clear duties and responsibilities for each member of the district leadership team; ▪ displays the team's commitment to attending RIDE's continuing professional development program; and ▪ details how the leaders will support schools by providing a variety of necessary functions. <p>2. The response names the members of the team, including (but not limited to): Title I representative; Curriculum personnel; Reading First principals; Reading First coaches.</p> <p>3. The response includes the qualifications of each team member.</p>	<p>The response is inadequate for any of the following reasons:</p> <ul style="list-style-type: none"> ▪ members of the district leadership team do not have sufficient expertise and/or time to provide the instructional leadership required by Reading First; ▪ duties and responsibilities of the team members are not clearly articulated; ▪ the team has not committed to attending training sessions planned by RIDE; ▪ there are no details about how the leaders will support schools; ▪ the qualifications of the team members are not included OR not acceptable.
#6 - POINTS AWARDED:			

Prompt	Exemplary 20 - 14 points	Meets Standard 13 - 7 points	Does Not Meet Standard 0 points
<p>7. Describe the district- and school-based professional development plan for Reading First.</p>	<p>The response demonstrates a clear, thorough, and well-detailed professional development plan for district leaders, teachers, and other personnel for:</p> <ul style="list-style-type: none"> ▪ assessing the specific professional development needs of teachers (and other instructional personnel) and designing professional development around those specific needs; ▪ offering a varied and full range of professional development experiences that are intensive, focused, and of sufficient duration to achieve the purposes and goals of the training; ▪ giving teachers adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation; and ▪ coordinating local professional development with state activities related to improving reading achievement. 	<p>The response demonstrates an adequate professional development plan for district leaders, teachers and other personnel for:</p> <ul style="list-style-type: none"> ▪ coordinating and aligning with RIDE professional development plans, the strategic plan and/or school improvement plans; ▪ assessing professional development needs of its teachers and other instructional personnel; ▪ carrying out intensive and focused professional development in (i) essential components of reading instruction; (ii) implementing scientifically based instructional materials, programs, and strategies; and (iii) screening, diagnostic, progress monitoring and outcome assessments using a variety of delivery methods; ▪ delivering professional development that provides both initial knowledge/pedagogy and ongoing support in implementing new strategies and programs; ▪ using individuals highly knowledgeable of scientifically based reading instruction and experienced in program implementation to provide professional development; ▪ providing ongoing development and support for trainers and 	<p>The response is inadequate for any of the following reasons:</p> <ul style="list-style-type: none"> ▪ professional development sessions are not based on the needs of the teachers; ▪ professional development considers the needs of only the teachers; ▪ professional development is not coordinated with classroom instruction; ▪ single-event workshops are the main delivery mechanism for professional development; ▪ individuals with inadequate expertise and knowledge of scientifically based reading instruction are listed as professional development providers; ▪ plans are not coordinated/aligned with RIDE professional development plans, the strategic plan and/or school improvement plans; and/or ▪ there is a duplication of efforts at the individual schools.

		<ul style="list-style-type: none"> coaches; offering professional development in state reading standards and assessments and the RI Reading Policy; and providing targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading instruction. 	
#7 - POINTS AWARDED:			

Prompt	Exemplary 10 - 7 points	Meets Standard 6 - 2 points	Does Not Meet Standard 0 points
8. Describe the district-based technical assistance that will support <u>all</u> schools, including those selected as Reading First schools.	<p>The response is thorough. It describes district procedures to provide technical assistance related to:</p> <ul style="list-style-type: none"> identifying professional development needs of individual schools; setting goals and benchmarks for reading achievement; evaluating progress; coordinating with the RIDE and other outside experts to provide assistance and training; and budgeting for support of individual schools. 	<p>The response is adequate. It describes technical assistance related to:</p> <ul style="list-style-type: none"> implementation and coordination across <u>all</u> schools in the district; data collection for screening, progress monitoring and outcome results differentiation of needs – those of teachers and/or schools; coordination with the RIDE and other outside experts to provide assistance; evaluation of progress toward meeting goals and benchmarks. 	<p>The response is inadequate for any of the following reasons:</p> <ul style="list-style-type: none"> technical assistance does not extend to <u>all</u> schools; data collection is not articulated the needs of individual teachers and/or schools have not been considered; and/or coordination with the RIDE and other outside experts is vague.
#8 - POINTS AWARDED:			

Prompt	Exemplary 10 - 7 points	Meets Standard 6 - 2 points	Does Not Meet Standard 0 points
<p>9. Describe how the district will improve access to additional high quality print materials.</p>	<p>1. The response is thorough. It provides a detailed plan for:</p> <ul style="list-style-type: none"> ▪ promoting reading and library programs that provide student access (within and beyond the school) to a wide array of engaging reading materials, including both expository and narrative texts; ▪ coordinating with a variety of programs, including those associated with community partners; ▪ providing opportunities for parents/families to gain access to high quality print materials in order to promote reading in the home. <p>2. Equity of student access to high quality print materials is determined by analyzing multiple data sources and the most recent information available.</p>	<p>1. The response is adequate. It provides a plan for:</p> <ul style="list-style-type: none"> ▪ promoting reading and library plans programs that provide student access (within and beyond the school) to engage in reading materials; ▪ coordinating programs funded under the Improving Reading through School Libraries Program (if applicable). <p>2. Equity of student access to high quality print materials is determined by data collected through:</p> <ul style="list-style-type: none"> ▪ classroom inventories; ▪ the SALT Survey; and/or ▪ school library inventories. 	<p>The response does not adequately demonstrate how the district will promote reading and library programs that provide student access to engaging reading materials.</p>
#9 - POINTS AWARDED:			

Prompt	Exemplary 20 - 14 points	Meets Standard 13 - 7 points	Does Not Meet Standard 0 points
10. Describe the district's evaluation strategies for the Reading First Program.	<p>1. The response describes valid and reliable measures the district will use to document the effectiveness of local RI Reading First activities for individual schools, participating special education teachers, and the district as a whole.</p> <p>2. The response articulates that the district will gather reading achievement data for Special Education students whose teachers are included in the RI Reading First Program.</p> <p>3. The response demonstrates how the district will report reading achievement data, using valid and reliable measures, disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in the RI Reading First Program.</p> <p>4. The response describes how the district will make decisions (related to the RI Reading First Program) based on evaluation outcomes, including intervention with and/or discontinuation of schools not making significant progress; and</p> <p>5. The response assures participation in state and national evaluations of Reading First.</p>	<p>The response demonstrates a clear and adequate evaluation plan to:</p> <ul style="list-style-type: none"> document the effectiveness of local RI Reading First activities for individual schools and the district as a whole; report reading achievement data disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Rhode Island Reading First schools; make decisions (related to the RI Reading First Program) based on evaluation outcomes, including intervention with and/or discontinuation of schools not making significant progress; and assure participation in state and national evaluations of Reading First. 	<p>The response is inadequate for any of the following reasons:</p> <ul style="list-style-type: none"> the plan to evaluate the effectiveness of local RI Reading First activities for individual schools and the district as a whole is vague or missing; the response lacks a clear plan to make decisions based on evaluation outcomes, including interventions with and/or discontinuation of schools not making significant progress.
#10 - POINTS AWARDED:			

Prompt	Exemplary 10 - 7 points	Meets Standard 6 - 2 points	Does Not Meet Standard 0 points
<p>11. Describe the district's plan for the use of RI Reading First funds.</p> <p>(linked to Budget Description, Attachment F-1)</p>	<p>1. The response provides a thorough and well-reasoned explanation and justification for the expenditures of RI Reading First funds for:</p> <ul style="list-style-type: none"> ▪ instructional reading assessments; ▪ reading program; ▪ instructional materials; ▪ access to reading materials; ▪ professional development; ▪ evaluation; ▪ reporting; and ▪ administration. <p>2. The response provides a thorough and well-reasoned explanation of how the district will use other funds to complement its RI Reading First funds, including (but not limited to):</p> <ul style="list-style-type: none"> ▪ other federal program, particularly Title I and Title II; ▪ competitive federal funds ▪ Article 18 (31) funds; and/or ▪ local funds. 	<p>1. The response provides an adequate explanation and justification for the expenditures of RI Reading First funds for:</p> <ul style="list-style-type: none"> ▪ instructional reading assessments; ▪ reading program; ▪ instructional materials; ▪ access to reading materials; ▪ professional development; ▪ evaluation; ▪ reporting; and ▪ administration. <p>2. The budget pages include the expenditures required by the RI Reading First Program.</p> <p>3. The response provides an adequate explanation of how the district will use other funds to complement its RI Reading First funds.</p>	<p>The response is inadequate for any of the following reasons:</p> <ul style="list-style-type: none"> ▪ the explanation and justification for the expenditures is vague; ▪ expenditures are not explained and justified for each of the components: instructional reading assessments, reading program, instructional materials, access to reading materials, professional development, evaluation, reporting, and administration; ▪ the district does not articulate if/how it will use other funds to complement its RI Reading First funds.
#11 - POINTS AWARDED:			

Prompt	Exemplary 10 - 7 points	Meets Standard 6 - 2 points	Does Not Meet Standard 0 points
<p>12. Describe the district's overall management plan for Reading First.</p> <p>(linked to Statement of District Commitment)</p>	<p>1. The response provides a well-detailed and well-reasoned organizational chart and staff utilization matrix that describes the relationships among personnel assigned to the RI Reading First Program and the amount of time they will spend on major activities.</p> <p>2. The response includes a clear and well-detailed description of the work, including all the tasks and activities that need to be completed.</p> <p>3. The response clearly outlines the steps needed to complete all tasks, activities, and reports.</p> <p>4. The response provides definitive timelines for completing all tasks, activities and reports.</p>	<p>1. The response provides an adequate organizational chart and staff utilization matrix that describes the relationships among personnel assigned to the RI Reading First Program and the amount of time they will spend on major activities.</p> <p>2. The response includes sufficient detail in listing the tasks and activities (and responsible parties) that need to be completed in order to implement a successful RI Reading First Program.</p> <p>3. The district articulates a plan to communicate what needs to be done (tasks, activities, reports) to assist the schools.</p> <p>4. The response provides an adequate description of and a reasonable timeline for completing tasks, activities, and reports.</p>	<p>The response is inadequate and it is not possible to determine that the implementation of the RI Reading First Program will be implemented successfully.</p> <p>The response demonstrates unclear, inadequate and/or missing delineations and descriptions of tasks, activities, reports, and timelines.</p>
#12 - POINTS AWARDED:			

Rhode Island Reading First
The “Rhode” to READING ACHIEVEMENT
SCORING SUMMARY

Applicant: _____

POINTS: #1 _____

#2 _____

#3 _____

#4 _____

#5 _____

#6 _____

#7 _____

#8 _____

#9 _____

#10 _____

#11 _____

#12 _____

Total Points Awarded: _____ (150 possible)